

# ILLINOIS ENGLISH BULLETIN

Official Publication of the Illinois Association of Teachers of English

Vol. 33, No. 3

Urbana, Illinois

December, 1945

Published every month except June, July, August, and September. Subscription price, \$1.00 per year; single copies, 15 cents, or two for 25 cents. *Entered as second-class matter October 29, 1941, at the post office at Urbana, Illinois, under the Act of March 3, 1879.* Communications may be addressed to C. W. Roberts, 204a Lincoln Hall, Urbana, Illinois.

## Resolutions Adopted by the Illinois Association of Teachers of English

November 3, 1945

*At its annual meeting in Urbana on November 3, the Illinois Association of Teachers of English voted unanimous approval of the following resolutions and recommended that a copy of them be sent to all high-school principals and the presidents of all school boards in the State of Illinois.*

To improve the high-school English program and the English used by high-school graduates be it resolved

1. that the English program include a 50-50 proportion of literature and composition throughout the four years in all high schools of the state;
2. that more emphasis be placed on world literature, on propaganda analysis, on critical listening, on clear, effective expression;
3. that a minimum of one short written composition be required in all English classes every week; this will of course necessitate reducing the teaching load;
4. that the size of high-school English classes be kept as nearly as possible to a maximum of 25 students so that all students can be given more effective training in spoken and written English;
5. that all teachers of English have training in speech, grammar, and composition as well as in literature;
6. that English teachers give students every opportunity possible to speak before groups—other high-school groups, civic groups, church organizations, etc.;
7. that all high-school teachers of all subjects encourage complete statements in response to recitation questions to give students exercise in impromptu expression;
8. that every teacher of English solicit the aid of his principal in making all teachers of the faculty conscious of the need for better English and in enlisting their cooperation in holding all pupils to the highest possible standards of speaking and writing.

## EDITORIAL

The resolutions printed above seem to us so important that we cannot resist the urge to make editorial comment. In October 1941, we printed a report entitled "The Teaching of English Composition in the High Schools of Illinois," prepared by Professor E. F. Potthoff. Although Professor Potthoff revealed a shocking neglect of composition practice in many high schools and a chaotic lack of uniformity in standards and requirements, his report seemed to have taken little effect and to have been soon forgotten. The editor, however, noticed that his supply of the *Bulletin* containing the report dwindled steadily, and the issue was soon out of print. He suspected that some ferment might be taking place and reprinted the report in the May 1945 issue of the *Bulletin*. The resolutions unanimously approved by the Association last November indicate clearly that the organized teachers of English in Illinois are fully aware of the situation and are ready to take vigorous action.

The Illinois Association of Teachers of English is wise in declaring that teachers must enlist the aid of school boards and administrators in helping them improve English instruction. The teachers have been over modest in not calling the attention of administrators to the fact that English is the most important basic subject in the curriculum, and that a high-school graduate's use of English is generally accepted as an index of his intelligence and educational background.

Illinois English teachers reading the resolutions will take heart, realizing that their state organization has convictions and courage. They will rally to the standard thus raised and back the Illinois Association of Teachers of English in its campaign to make the work of the English teacher more effective and more appreciated. English teachers throughout the country will watch with interest the developments in Illinois.

C.W.R.

## In Memoriam

HARRY GILBERT PAUL

Harry Gilbert Paul was born in New Orleans, Louisiana, October 24, 1874; he died in Urbana, September 27, 1945. Forty-four of his years were spent in the service of the University of Illinois. He came to it as an instructor of English in 1901 with a Bachelor



of Arts degree from the University of Michigan and a Master of Arts from the University of Chicago. In 1910 he received the degree of Doctor of Philosophy from Columbia University. He was made Professor of English in 1919 and served in that capacity until his retirement in 1943. He continued to teach as Professor emeritus until the time of his death.

Most of Professor Paul's teaching was done in American Literature, in which field he conducted what was for many years the largest course in the department. His particular interest, however, was the teaching of English in secondary schools. He wrote, edited, and collaborated in the production of many widely used textbooks for grade and high schools. He instituted and taught until his retirement the department courses in teacher training. His counsel was in constant demand and was generously spread through lectures at teachers' institutes and conventions, and through the publications and committees of teachers' associations. In 1920-21 he served as President of The National Council of Teachers of English and in 1934-35 as President of the Central Illinois Teachers' Association. From 1908 to 1933, he was editor of the *Bulletin* of the Illinois Association of Teachers of English. These activities exercised over so many years brought him into intimate contact with generations of Illinois teachers, and his personality was such that a contact once made was never lost.

Professor Paul's extraordinary success as a trainer of teachers was due to a genuinely friendly interest in people and a humane enthusiasm for literature. His personal friendships reached far beyond academic circles, and his ability to bring the significance of literature to a wide audience was the result of his bringing to literature a vivid interest in all aspects of life and a happy confidence in human nature. He looked upon books as the life blood of a culture which vitalizes not only a select few, but the housewife and the secretary, the small boy and the merchant on main street; and he taught with a sympathetic understanding of the non-literature student and of the problems confronted by the teacher in trying to awaken in all the response to books. Through the teachers who left his classes to go out and communicate the satisfactions of literature to classes of their own he exercised an influence upon thousands whom he never knew. He was in a peculiar sense a link between the University and the people of the Commonwealth it serves.

F. W. DEWOLF

JAMES G. VANDERPOOL

PAUL LANDIS

# The American Dialect Society

## Collection of Proverbs and Local Sayings

FRANCES M. BARBOUR

Associate Professor of English  
Southern Illinois Normal University

The American Dialect Society is engaged in a nation-wide collection of proverbs and local sayings. Proverbs, the society believes, "represent the accumulated wisdom of the folk" and the "home-spun poetry of every day life." Professor Margaret Bryant of Brooklyn College, director of the project, and the various state chairmen are convinced that English teachers will serve as the most important agents in the collection.

The project has been under way for several months in southern Illinois. Newspaper editors have done much to interest their readers, and an attempt to enlist the interest of public school teachers in that area has been made, with very limited response. The proverbs and sayings that have come in, however, are very picturesque, mainly savoring of the agricultural and mining activities of the area. "Colder than a well-digger's feet," and "to be (or play) the tar bucket" are typical of the first class. *Tar bucket* in the latter saying seems to have two meanings: someone who lags along at the tail end (a bucket of tar was carried on the back end of an ox-cart to treat the axles for squeaking) or an extra person tagging along with a couple on a date. Typical of the mining expressions are "dumb as a pit mule" and "dark as midnight in a coal mine." These expressions are just what are needed. There is "a mort o' work" to be done, however, in rounding up a fairly complete collection.

In making such a collection, the committee feels that the interest and effort of high school teachers are indispensable. Through them a real cross-section of the State can be covered, for the students come from all sorts of environments. The New Jersey schools, under the direction of Professor Oral S. Coad of the New Jersey State College for Women, are doing a particularly good job. The project lends itself especially to classes in history and English composition. History classes have a lot of fun speculating on the local history that has given rise to the "saying," and various aspects of collecting and interpreting make very good composition subjects.

Collectors are not limited to material that has had its origin in their particular state; all local sayings are grist for our mill. Origin should be indicated, however, when it can be determined.



The ultimate aim of the project is an American dictionary of proverbial sayings. In the interim, collections will be published from time to time to stimulate interest; monographs interpreting the material will also appear.

Professor Bryant has issued the helpful instructions for collecting which appear below. If a collector finds the use of cards onerous, a list of "sayings" will be acceptable. All persons who collect material will receive full credit.

### Instructions to Collectors of Proverbial Lore

#### 1. WHAT TO COLLECT

Collect any saying in English that has been adopted by the people, for the parent of a proverb is "the people." It is the sanction of many that makes it a proverb. It would be safe to say that everyone who participates in ordinary conversation makes use of these traditional sayings of wisdom, handed down from generation to generation. An apt, pithy saying, containing a touch of fancy in the phrasing, often serves to give counsel or warning to another when nothing else will. Many proverbs are figurative in character, but not all. Err on the side of collecting too many rather than too few. If in doubt, collect. Specimens are given below from generations past, but no one collector can be sure of their character. It is best to send in anything you hear or find, and the Committees of the Dialect Society, by comparing your contributions with others in the same district and elsewhere, will be able to decide how widely used the sayings are.

#### *Examples:*

- (1) Folk proverbs appearing as complete sentences.  
"Good fences make good neighbors."  
"Misery loves company."  
"The pot calls the kettle black."
- (2) Sententious sayings or proverbs of the learned in complete sentences.  
"Knowledge is power."  
"Discretion is the better part of valor."  
"Brevity is the soul of wit."
- (3) Proverbial rhymes.  
"He that would the daughter win  
Must with the mother first begin."  
"Man's work is from sun to sun  
But woman's work is never done."  
"A mackerel sky is never long dry."

- (4) Proverbial sayings, not complete sentences, involving a verb (usually listed in the infinitive form, but the first noun is the key word).
  - "To cast bread upon the waters."
  - "To count chickens before they are hatched." (Such an expression may also appear as a proverb in sentence form: "Don't count your chickens before they are hatched.")
  - "To call a spade a spade."
- (5) Proverbial sayings not involving a verb.
  - "A pretty kettle of fish."
  - "A bed of roses."
  - "Bull-dog tenacity."
- (6) Proverbial comparisons and similes.
  - "Black as the ace of spades" (involving the word *as*).
  - "Whiter than snow" (involving the word *than*).
  - "To kick like a steer" (involving the word *like*).
- (7) Wellerisms—comparisons like those made by Sam Weller in Dickens' *Pickwick Papers* (involving a quotation, often a well-known one, with a facetious sequel).
  - "'I punish her with good words,' as the man said, when he threw the Bible at his wife."
  - "'There's no accounting for tastes,' as the old woman said when she kissed the cow."
- (8) Modern facetious proverbs and rhymes.
  - "Candy's dandy, but likker's quicker."
  - "Don't tell it to a woman, telephone or telegraph."
  - "A ring on the finger is worth two on the 'phone."

Interesting collections of sayings may be found in Richard Jente's *THE PROVERBS OF SHAKESPEARE WITH EARLY AND CONTEMPORARY PARALLELS* (Reprinted from Washington University Studies, Vol. XIII, Humanistic Series, No. 2, 391-444, 1926); Archer Taylor's *THE PROVERB*, Harvard University Press, Cambridge, Massachusetts, (1931); Emma L. Snapp's *PROVERBIAL LORE IN NEBRASKA*, University of Nebraska Studies, No. 13 (1933); Chap. XIX of Harold W. Thompson's *BODY, BOOTS AND BRITCHES*, J. Lippincott and Co., Philadelphia, Pennsylvania (1943); and elsewhere.

## 2. WHERE TO COLLECT PROVERBIAL SAYINGS

Sources may be oral or written. Proverbial lore may be found in regional literature, in travel books, journals, and magazines, where professional writers have made deliberate but authentic use of folk materials; in almanacs, newspapers, and so on, where local and popular tales and anecdotes are recorded. Oral lore is to be



found everywhere every day. Rural or secluded districts are especially rich in proverbial lore, lore often peculiar to them. Some proverbs have been translated and adapted from foreign languages into idiomatic proverb-English. The various foreign strains blending to furnish our citizenry should be rich sources for this kind of saying.

### 3. HOW TO COLLECT PROVERBIAL SAYINGS

Enlist the help of as many individuals as possible. County superintendents of education, superintendents and principals of schools, teachers, rural teachers in particular, alumni of various schools, newspaper editors, chairmen of clubs and organizations, elderly people, may be called upon. English teachers can be especially helpful and will in turn find the study of great value in their classes. Travel into districts where old country families have settled will be rewarding. In some states, folklorists, those connected with Writers' Projects, State Historical Societies, and other groups have begun such collections as the one contemplated. Get in touch with them. Use classes in folklore. Put notices in folklore journals or other suitable magazines. Letters in the name of a département (English, for instance) and the State Committee might be sent to all students in a college or university. Set students to work on proverbs for their M.A. theses.

### 4. HOW TO RECORD PROVERBIAL SAYINGS

(1) Use 3 x 5 cards or slips. Write in ink, or typewrite.

(2) Write each saying on a separate card, exactly as you have heard it. Do not polish it up. If, however, you know any variations of the saying or expression give those too.

(3) Add any helpful note as to where and by whom this saying was used. Be sure to make note if it is peculiar to a particular foreign, social, religious, industrial, or other group. If necessary, explain the meaning.

(4) In upper left corner, write the key word of the sentence or phrase, usually the most important noun, sometimes a verb or adjective.

(5) In upper right corner, write the state from which the contributor originally came.

(6) In the main body of the card give the proverb or saying, the details about it that are significant, such as the language from which it originally came, the occasion upon which it was heard or the book or magazine from which it was copied.

(7) Carefully indicate all written sources. Give author (full name), book or manuscript (full title), year of publication or

writing (as nearly as it can be ascertained), page in book or document (if numbered).

(8) On the back, write your name and address so that you will be credited with your contribution.

#### 5. WHERE TO SEND PROVERBIAL SAYINGS

Sayings should be sent to Professor Frances M. Barbour, Department of English, Southern Illinois Normal University, Carbondale, Illinois.

## Excerpt from the December 1943 Report of the Committee on Student English at the University of Illinois

### ESTABLISHMENT OF A JOINT COMMISSION ON RESEARCH IN STUDENT ENGLISH

We have already stated that there are numerous problems in the improvement of students' use of English, including problems relating to Rhetoric 1 and 2, which are in need of careful study. These problems are matters of concern to the entire University; consequently, the Committee on Student English is interested in providing for the study of them. The nature of the provisions that should be made may be clearer if the problems are presented more specifically.

One investigation which is urgently needed consists of defining in more detail and more accurately the proficiency in the use of English which may reasonably be expected of students graduating from the University. In other words, we need to define our goals. A second study should determine more precisely the extent to which and the ways in which entering freshmen have attained these goals. Still another problem is that of designing the required rhetoric courses so that they provide most effectively for the progress of students from their initial proficiency to that required for graduation. The results of the first study will indicate directly the aspects of proficiency in English—punctuation, organization, clarity of expression, etc.—which should be appraised in freshmen in carrying on the second. The products of the first two investigations will define the starting point and the finishing point of Freshman Rhetoric, and therefore will contribute directly to the solution of the third problem.



A definition of goals, as suggested in the first study, would be valuable also in other ways. Thus it would be useful in constructing various examinations—placement, proficiency, and final—in Rhetoric 1 and 2, and the proposed qualifying examination. It would be helpful also in defining the standards to be employed in grading these examinations and in deciding upon the students to be granted exemption from Rhetoric 1 and 2. It is possible, for example, that larger proportions of students should be exempted from these courses.

The revision of the required rhetoric courses presents many additional problems which will bear investigation, including the following:

1. Problems in motivating students in a subject which requires a great deal of practice or drill in order to acquire a very large number of skills, the values of which are often not clearly evident.

2. Problems in the selection and organization of materials of instruction.

3. Problems in methods of teaching the subject, i.e., types and varieties of assignments, and of classroom procedures to be used.

4. Problems in establishing the proper relationships between the University work in rhetoric and that included in English courses in the secondary schools.

Unfortunately, there is a great deal of variation among entering freshmen with respect to ability and previous training in English. One group of problems in the improvement of students' use of English, therefore, consists of determining the nature, extent, and implications of this variation. Thus it may be possible to reduce the differences among students before they enter the University, as for example, through cooperation with the high schools. Again, these differences may be such that several types or levels of rhetoric courses, or of sections thereof, may be indicated.

A comparison of Division of General Studies 1a and 1b, verbal expression, with Rhetoric 1 and 2, raises a number of questions including the following:

1. Should the courses meet four times, or three times per week, that is, should they give credit for four or three hours?

2. Should students continue in the same class groups and under the same instructor for the entire year, or for only one semester?

3. Should all members of the staff teaching the courses have at least the rank of instructor; if not, what proportion of the instruction may reasonably be assigned to graduate assistants?

Without going into detail, we may note several other problems in improving students' use of English which are in need of study:

1. Problems in the construction and improvement of examinations—placement, proficiency, final, qualifying.

2. Problems in improving students' proficiency in the use of oral English.

3. Problems in maintaining the proficiency of upperclassmen in the use of English.

Some of the foregoing problems relate to the organization, objectives, instructional materials and procedures of the required rhetoric courses; others relate to general University requirements and practices in improving students' use of English. All of these problems, however, require extended study; although some of them may be solved rather quickly, others will require months and even years of investigation, and, altogether, they constitute a program calling for an indefinite period of research. Furthermore, new problems are constantly arising; conditions relative to staff and students are not entirely subject to control, and other conditions will be intentionally changed in the effort to improve students' use of English. Such changes may raise new and unforeseen problems which will require study in the future.

As we have just intimated, the problems may be interrelated in numerous complex ways. Thus, some problems must be studied *in advance* of others because the methods and results of the study of one problem will depend upon the answer found to, or the solution accepted for another problem. The sequence in which related studies are conducted is important. Again, the studies of some problems must be closely integrated and, therefore, planned as a unit since they rest upon the same bases. For example, studies in methods of teaching, in examinations, and in the selection of materials of instruction, are all concerned with the production of the *same elements of proficiency in the use of English*. Studies in one of these areas should not be concerned with one set of such elements and others with another set. Furthermore, some problems are more important and more urgently in need of solution than are others, but the resources are not available for investigating all of them simultaneously even if the nature of the problems permitted. Consequently, they must be compared with each other to determine their relative importance so that the more urgent ones may be studied first. In view of these facts, any adequate research program must take all of the problems into consideration.

The study of problems of the types being considered can be carried on only under the direction of those who are competent in the field, or fields, of work involved. Thus the study of how to improve the students' oral English requires expertness both in the field of rhetoric and in the field of speech. Such competence is frequently not to be had in a single individual; as a consequence, two or more must work together in attacking the same problem.



Again, some problems are so comprehensive in scope that studies of any one of them should be made simultaneously by a number of individuals, each working upon separate but interrelated aspects of it. Or, it may frequently be desirable to have several individuals conduct experiments or make observations simultaneously upon the same more specific problem—as, for example, in trying out a given method of instruction—in order to collect a sufficiently large and varied body of evidence to give reliable results. All of these contingencies require the close cooperation of a number of individuals and integrated planning of their work.

Finally, it may be pointed out that if any rapid progress is to be made in solving the many major problems previously mentioned, the participation of a large number of individuals, particularly of members of the Rhetoric Staff, is necessary. This requires that their interest and cooperation be obtained. More specifically it means that members of the Rhetoric Staff who are to participate in the research program must be convinced that they can make a genuine contribution, that they will receive due recognition for this participation, and that the results of their work will be used to the greatest possible advantage in improving students' use of English.

Briefly, then, the problems under consideration present a research program of such magnitude and complexity that (1) plans should be made for the continued study of these problems, (2) the studies should deal with the problems in their numerous and intricate interrelationships, rather than piecemeal, (3) the cooperation of several experts should be enlisted even in attacking a single problem, and (4) the sympathetic and wholehearted participation of a relatively large number of members of the rhetoric staff should be obtained if progress is to be made in promoting the entire research program.

In view of the foregoing points, it seems clear that the Committee on Student English should establish the machinery which will insure the most successful prosecution of the proposed research program. The procedure of leaving the study of problems in the improvement of students' use of English, including the teaching of rhetoric, largely to the initiative of the individual staff member is not a satisfactory solution. Under these conditions the investigations are likely to be sporadic and unorganized, and to be too limited in scope or time. Furthermore, the results may not receive the recognition they merit. Numerous significant research studies have been conducted in the past by individual staff members, some of whom have been furnished financial assistance,

technical consultation, and other forms of aid by the Provost's Office. Nevertheless, there are many problems which have received little or no attention since the necessary organization and resources have not always been available.

It is the opinion of the Committee that the problems being considered are of such a character that only a *well-organized and centralized attack* on them can insure any considerable measure of success at an early date. These problems constitute, not individual and unrelated entities, but a program of research which requires a carefully-planned, systematic, and integrated approach. Provision should be made for the prosecution of such an attack.

The Committee therefore recommends that it be authorized to establish, with the cooperation of the English department, a Joint Commission on Research in Student English, the duties, composition, and method of appointment of the Commission to be as follows:

It shall be the duty of the Research Commission to plan and to conduct studies in the improvement of students' use of English which are referred to it by the Committee on Student English, and to prepare reports of such studies, as well as of the implications thereof, for the information of the Committee and as bases for recommendations by the Committee. The Commission may also take the initiative in suggesting problems for study to the Committee.

The Research Commission shall include, ex-officio, the Director of the Rhetoric Division and the Chairman of the Committee on Student English, a representative of the Provost's Office,\* at least two members of the Rhetoric Staff, and such others as the Committee on Student English may deem desirable. Each appointee to the Commission shall serve for one year, and may be reappointed. The Commission shall be authorized to solicit the cooperation of staff members outside of its own body for suggestions, advice or assistance in carrying on its work. The Chairman and the other members of the Commission shall be appointed by the Committee on Student English.

Some of the advantages of such a Research Commission have already been indicated. In the first place, progress in solving the many problems in improving students' use of English would be greatly expedited. In the second place, the Committee on Student English would be able to make much more intelligent recommendations relative to many problems which it cannot itself investigate since it is not a group of experts in the field of English. Furthermore, the Committee would be able to devote all of its efforts to the primary task of representing the several colleges and schools in effectuating a University-wide program for the im-

---

\* In 1938 the functions and personnel of the Provost's Office were expanded so as to include the rendering of assistance with studies such as those here contemplated.



provement of students' use of English. Third, the morale and prestige of the Rhetoric Staff would be enhanced because the establishment of the Commission would represent a significant recognition of the importance of research in the problems under consideration, and would provide tangible evidence that the University as a whole, through its Committee on Student English, is vitally interested in assisting the staff in solving the many problems in the improvement of students' use of English, including the teaching of rhetoric.

In conclusion, it is important to note that the activity of the Commission would stimulate and enrich the research undertakings of the individual Rhetoric Staff member rather than discourage or retard them. The Commission would be in a position to assist the individual instructor in obtaining expert advice, clerical help, stenographic aid, and even technical assistance in connection with research projects; to facilitate the publication and dissemination of his research reports, and to insure a greater utilization of the results of his work on our own campus. At the same time, he would receive full recognition for his work, since any report of research would appear in the name of the individual or individuals who were primarily responsible for the project, whether they were members of the Commission or were only cooperating with it.

[EDITOR'S NOTE: The Joint Commission on Research in Student English has been approved as recommended.]

## Minutes of the Executive Committee of the Illinois Association of Teachers of English

The Executive Council of the Illinois Association of Teachers of English met in Room 111, Gregory Hall, at the University of Illinois, at nine-thirty, Saturday morning, November 3, 1945, with Miss Hazel Anderson, the president, in charge. The following were present: Mrs. Zada Templeton, Cicero; Dr. C. W. Roberts, University of Illinois; Miss Ellen Burkhart, Benton; Miss Lois Dilley and Miss Mary Carlson, Rockford; Miss Mary Miller, Danville; Miss Nan Fuller, Rantoul; Miss Bernice Falkin, Pekin; Miss Gertrud Biedermann, Urbana.

In the absence of the acting secretary for the meeting in Chicago in March, the minutes of that meeting were not available.

Miss Anderson announced that the primary decision of the meeting had been that the present officers continue to serve for another year.

At this time, however, resignations were presented by Mrs. Helen Fesler as vice-president to take effect immediately, and by Mrs. Zada Templeton as treasurer to take effect in another year. The resignations were accepted.

A motion was made, seconded, and carried that Miss Ellen Burkhart be named vice-president; Miss Mary Carlson, program chairman; and Miss Mary Louise Heller, a member of the program committee, with a third person to be appointed by Miss Carlson at a later date.

Miss Mary Miller reported on the meeting of the National Council held at Columbus, Ohio, November 23-25, 1944.

Nominations for official representatives to the National Council to be held in Minneapolis, Minnesota, were made as follows: Delegates—Miss Hazel Anderson, Dr. C. W. Roberts, Miss Ellen Burkhart; Alternates—Miss Mary Carlson, Miss Lois Dilley, Miss Mary Louise Heller.

It was suggested that we revise the Book List and that this work be done by Miss Vera Crites, as chairman of the Library-English Committee, and any assistants she might choose.

The final report of the Resolutions Committee was read and accepted. It was decided to present it at the general meeting with the recommendation that the Resolutions be sent to all principals of high schools and presidents of Boards of Education in Illinois.

The treasurer reported a balance on hand of \$954.79. The suggestion was made by Mrs. Templeton that upon her resignation the new treasurer be a resident of Champaign-Urbana in order to facilitate cooperation with the editor of the *Bulletin*.

A motion was made, seconded, and carried that the organization pay the expenses of the president as a delegate to the National Council.

The meeting adjourned to attend the general session in Room 112, Gregory Hall, where the report of the Resolutions Committee was read and accepted.

GERTRUD BIEDERMANN, *Secretary*



# ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH

## Officers, 1945-1946

President: Miss Hazel Anderson, Galesburg High School, Galesburg  
Vice-President: Miss Ellen Burkhart, Benton High School, Benton  
Treasurer: Mrs. Zada Templeton, J. Sterling-Morton Township High School, Cicero.  
Secretary: Miss Gertrud Biedermann, Urbana High School, Urbana  
Program Chairman: Miss Mary I. Carlson, West High School, Rockford  
Program Committee Members: \_\_\_\_\_;  
Miss Mary Louise Heller, LaSalle-Peru Township High School, LaSalle  
Library—English Chairman: Miss Vera Crites, Thornton Township High School, Harvey  
Editor: Mr. Charles W. Roberts, University of Illinois, Urbana  
Illinois Representative on Public Relations Committee of the National Council of Teachers of English: Miss Mary Miller, Danville High School, Danville

## District Leaders

Peoria: Miss Cora Maxfield, Peoria Central High School, Peoria  
Rock River: Miss Doris Burritt, Sterling Township High School, Sterling  
Northwestern: Miss Mary I. Carlson, West High School, Rockford  
Black Hawk: Miss Ruth Toyne, Moline High School, Moline  
DuPage: Mr. Walter A. Knudson, York Community High School, Elmhurst  
Southern: Mr. Fred Lingle, Carterville Community High School, Carterville  
Eastern: Mr. Howard Widger, E. I. S. T. C., Charleston  
Southwestern: Mr. Herbert Davis, Salem High School, Salem  
South Central: Miss Elizabeth Graham, Springfield High School, Springfield  
Central: Miss Marcella Whetsler, Lincoln Community High School, Lincoln  
Mississippi Valley: Miss Anna Crane, Quincy High School, Quincy  
Southeastern: Miss Beulah Hutchens, Eldorado High School, Eldorado  
East Central: Mr. W. H. Lyon, Urbana High School, Urbana  
Western: Miss Isabel Hoover, Western Academy, Macomb  
Illinois Valley: Miss Mary Louise Heller, LaSalle-Peru Township High School, LaSalle  
Lake Shore: Miss Evadine Keating, Thornton Township High School, Harvey  
Northeastern: Miss Margaret Newman, Elgin High School, Elgin  
Chicago: Miss Clara Hirtzel, Roosevelt High School, Chicago  
Chicago Parochial: Sister Mary Evelyn, Mercy High School, Chicago

